

Visitors' report

Name of education provider	Manone Medical Services Ltd
Validating body / Awarding body	Qualsafe Awards
Programme name	QA Diploma in Paramedic Practice
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	20 – 21 July 2016

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Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'paramedic' must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 15 September 2016 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 22 September 2016. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 27 October 2016. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 8 December 2015.

Introduction

The HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HCPC only visit. The education provider and awarding body did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name and role of HCPC visitors	Robert Fellows (Paramedic) Glyn Harding (Paramedic) Christine Morgan (Lay visitor)
HCPC executive officer (in attendance)	Alex Urquhart
Proposed student numbers	12 per cohort, two cohorts per year
Proposed start date of programme approval	1 January 2017
Chair	Andy King (Hearts First Ambulance service)
Secretary	Tracy Fairfax (Qualsafe awards)

Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HCPC did not review external examiners' reports from the last two years prior to the visit as there is currently no external examiner as the programme is new.

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators / mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Service users and carers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with prospective students for the programme, as the programme seeking approval currently does not have any students enrolled on it.

The HCPC did not meet with the service users and carers as they had not been appointed onto the programme.

The HCPC did not meet with the students as the programme was new so there were no current or past students to meet.

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 33 of the SETs have been met and that conditions should be set on the remaining 25 SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education provider must revise the programme documentation, in particular the advertising materials, to clearly state all costs associated with the programme.

Reason: For this standard the visitors were directed to the programme flyer and admissions guide which provided information about the programme for potential applicants. On page 19 of the admissions guide, information about costs incurred when applying to the programme is explained. However, during the meeting with the programme team it was explained that there were potential additional costs that may be incurred during the application process, such as a cost of a C1 test and clothing for placement that is not included in the cost of the uniform. The visitors noted that information about these costs are not communicated in the information available to potential applicants. Therefore the materials available to potential applicants did not provide the information they require in order to make an informed choice about whether to take up or make an offer of a place on a programme. As such the visitors require further evidence to demonstrate that the standard is met.

2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.

Condition: The education provider is required to provide further evidence that demonstrates that the admissions procedures apply selection and entry criteria including evidence of a good command of reading, writing and spoken English.

Reason: When reviewing the evidence, the visitors noted conflicting statements about the English language requirements for applicants whose first language is not English. On page 21 of the Qualification Specification, it was stated that an IELTS score of 6.5 was required, whereas on page 23 of the same document it stated that an IELTS score of 7 was required. In addition, the admissions guide, page 17 and the programme flyer stated that the IELTS requirement is 7.0 minimum overall. During the programme team meeting it was stated that the requirement was at level 7, with no part below 6.5. Due to the conflicting information regarding the IELTS requirement, the visitors were unclear as to what IELTS level would be required of applicants whose first language is not English. As such, the visitors require further evidence as to how the education provider provides potential applicants the information they need in regards to the IELTS requirements for the programme. This evidence should also demonstrate how any information regarding the requirements for a good command of reading, writing and spoken English are consistently stated and applied.

2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.

Condition: The education provider must provide further evidence of the process used to assess AP(E)L applicants.

Reason: From the documentation provided, and from discussions at the visit, the visitors were clear that applicants are able to be exempt from completing certain elements of the programme due to their prior learning and experience. The documentation submitted prior to the visit detailed the AP(E)L policy for the programme, indicating that applicants would only be exempt from a maximum of 25 per cent of a qualification level within the programme when entering the programme by AP(E)L. In discussions with the programme team, the visitors heard that applicants will be assessed on an individual basis for entry onto the programme via the AP(E)L policy. However from the evidence provided the visitors could not determine what qualifications and experience the education provider would accept as part of an AP(E)L application and how the student would present their AP(E)L application for consideration. In addition the visitors could not determine how an AP(E)L application would be assessed on an individual basis, specifically how the education provider would map an applicant's AP(E)L application against any relevant learning outcomes. Without seeing such a process the visitors could not determine how any evidence provided to meet the requirements of the current AP(E)L policy, would be assessed consistently to ensure parity and fairness across all AP(E)L applications. As such the visitors require further evidence to demonstrate how the standard is met.

3.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider is required to provide further evidence to demonstrate that the programme will have a secure place in the education provider's business plan.

Reason: The programme documentation submitted prior to the visit indicated this programme will be delivered in accordance with a partnership arrangement that will be detailed within a memorandum of agreement between the education provider and North East Ambulance Service NHS Trust (NEAS). This memorandum of agreement will then provide a secure place for this programme in the education provider's business plan. However, the visitors were not provided with a copy of the memorandum prior to the visit and were made aware at the visit that the memorandum is still in the process of being agreed. In order to determine that this programme will have a secure place in the education providers' business plan, the visitors require further evidence of the detail and content of the memorandum of agreement including confirmation of when it will be finalised and agreed. In this way the visitors can determine how the programme can meet this standard.

3.2 The programme must be effectively managed.

Condition: The education provider is required to provide further evidence to demonstrate how the programme will be effectively managed.

Reason: The programme documentation submitted prior to the visit indicated this programme will be delivered in accordance with a partnership arrangement that will be detailed within a memorandum of agreement between the education provider, Quallsafe Awards (QA) and NEAS. This memorandum of agreement will then provide template for the effective management of the programme, including the distinct responsibilities for the different aspects of the programme and how these will be managed by the partner organisations. However, the visitors were not provided with a copy of the memorandum prior to the visit and were made aware at the visit that the memorandum is still in the

process of being agreed so that it is in place before the programme commences. In order to determine this programme is effectively managed between the parties, the visitors require details of the content of the memorandum of agreement which may include details of placement capacity or the process for either of the partner organisations to withdraw from the programme. In this way the visitors can determine how the programme can meet this standard.

3.2 The programme must be effectively managed.

Condition: The education provider must submit further information to demonstrate how visiting lecturers' involvement within the programme is managed effectively.

Reason: From a review of the programme documentation and from discussions with the programme team and senior team, the visitors noted that visiting lectures are integral to the delivery of the taught curriculum of the programme. In discussions with the programme team, the visitors were made aware of how visiting lectures are selected and recruited on to the programme as well as how they will contribute to the programme. However, the visitors were unable to determine from the discussions the number of visiting lectures that will be used contribute to this programme or the role and responsibilities of all the visiting lectures involved. In addition, the visitors were unsure of the mechanisms in place to manage visiting lectures and who holds the responsibility to ensure that visiting lectures are prepared and supported effectively. As such, the visitors require the education provider to submit further information to demonstrate how visiting lectures involvement within the programme is managed effectively.

3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Condition: The education provider must provide further evidence to demonstrate that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: For this standard the visitors were directed to the staff curriculum vitae and the programme team structure. During the meeting with the programme team it was explained that the two full time staff would teach a majority of the programme, with visiting lecturers and subject specialists supporting the two full time members of staff. However, the visitors were not provided the curriculum vitae of the additional teaching staff that would be used on the programme or the expected qualifications and experience of the subject specialists. From this the visitors could not determine the number of teaching staff available to teach the programme, especially as the education provider had indicated that they would recruit additional subject specialists. Furthermore, due to the lack of clarity in whom would be delivering the different aspects of the programme, the visitors were unable to determine how, following the recruitment to these posts, there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. The visitors therefore require further evidence to demonstrate that there is, or will be, an adequate number of appropriately qualified and experienced staff in place to deliver this programme effectively.

3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: The education provider must provide further evidence that subject areas are being taught by staff with specialist expertise and knowledge.

Reason: From the programme documentation submitted prior to the visit, the visitors were unable to fully determine the range of teaching contribution or specialist areas of practice for the programme. During discussion at the visit it was highlighted that the two full time staff would teach a majority of the programme, with visiting lecturers and subject specialists covering other subject areas. However the visitors were not provided with any information about which members of staff, including the visiting lecturers and subject specialists, would be teaching the subject areas highlighted in the module guides. As such they could not identify which staff members were responsible for which aspects of the programme and whether these staff were contributing to the programme in a full time or part time capacity. Therefore the visitors did not have the evidence they required to be assured that subject areas will be taught by staff with the relevant specialist expertise and knowledge. The visitors therefore require details of the module leaders and how the education provider will ensure that subject areas will be taught by staff with specialist expertise and knowledge in order to determine how this standard can be met by the programme.

3.8 The resources to support student learning in all settings must be effectively used.

Condition: The education provider must evidence a complete virtual learning environment (VLE) ready for students to use.

Reason: During meetings with the programme team and the tour it was highlighted that a virtual learning environment (VLE) where students would be able to access online content and information was not yet set up. It was stated that this VLE would be developed using the software package Moodle, and that development would start once the visit had taken place and be ready for the proposed start date of January 2017. Considering the nature of the programme where students will spend four week blocks between placement and classroom teaching, the VLE would be a key resource that would need to be accessed in all settings. During the visit the programme team gave an indication of the types of resources that would be made available on the VLE. Without seeing the VLE the visitors could not determine that the learning resources, including the VLE would be effectively used and be ready in time for the proposed start date. As such the visitors require further evidence to demonstrate that the resources to support student learning in all settings, including the VLE, would be effectively used and be ready for use by students.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Condition: The education provider must evidence a complete virtual learning environment (VLE) ready for students to use by students who have accessed the programme via AP(E)L.

Reason: From the evidence provided, the visitors felt that the format of the VLE could be suitable for student learning. However, as it was still in a developmental stage, the visitors were unable to see how this resource would be available and appropriate for the full duration of the programme. The visitors noted that there was a process in place for applicants to start directly onto the second year of the programme at level 6 through the

AP(E)L route and therefore need to be assured that content for this level is ready and available for the start date of the programme. The visitors also noted that, due to the nature of this programme, students will spend a majority of their time on placement and will need to access the VLE while on placement. Therefore it is vital that the visitors are able to see how the full programme will be delivered through this platform to ensure that the VLE system is available and appropriate for the duration of the programme.

3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The education provider is required to provide further evidence that demonstrates where attendance is mandatory and where the associated monitoring mechanisms are in place.

Reason: From the documentation provided the visitors were unable to determine how the mandatory attendance requirement is communicated to students and how any mechanisms in place to record attendance are effectively used. In addition, the visitors could not identify what information is provided to students as to what will trigger the procedures to deal with instances of low attendance, in a placement or in an academic setting. In order to ensure that this standard is met, the visitors require further evidence that there is an effective mechanism for recording student attendance. They also require further evidence of what will constitute low attendance in each setting, what specific action will be taken in such cases and how this policy is communicated to students to ensure that they are aware of any possible repercussions linked to poor attendance.

3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Condition: The education provider is required to provide further evidence to demonstrate that there is a process in place throughout the programme for dealing with concerns about students' profession related conduct and how any concerns are communicated between Manone and NEAS.

Reason: For this standard the visitors were directed to the student placement handbook which outlined the expectations of student conduct while on placement. However, the document did not outline a process for dealing with concerns about students' profession related conduct. During the meeting with the programme team it was stated that there is a process whereby a concern about a student's profession related conduct is reviewed by the executive board. However, as this process was not detailed in the evidence provided the visitors were unable to determine how this standard is met. As such, the visitors were unable to determine a clear, definitive, formal procedure for dealing with issues around student professional conduct to ensure that issues of this kind are dealt with clearly and consistently. In addition the visitors could not see any requirement for the practice placement provider to raise a concern about a student's profession related conduct with the education provider. As a result the visitors could not determine what criteria are used to determine when an issue around students' profession related conduct is referred to the education provider and how this is communicated to students, staff and placement educators to ensure consistency. Therefore the visitors require clear evidence of the formal procedure in place to deal with issues around students' profession-related conduct. This evidence

should also highlight explicit information for students and placement educators around this process so that visitors can determine how this standard is being met.

3.17 Service users and carers must be involved in the programme.

Condition: The education provider is required to provide further evidence to demonstrate how service users and carers will be involved in the programme.

Reason: For this standard the visitors were directed to the programme organisation structure which outlined the members of the executive board, which included a service user and carer representative. However, the visitors noted that this individual had not been appointed. From the discussions with the programme team, the visitors were unable to determine how the service user and carer that will be on the executive board will be selected as the most appropriate individual to be involved in the programme. From the evidence the visitors could not determine the exact involvement the service user and carer would have in the programme. As such, the visitors were unclear as to how the programme team had determined what involvement service users and carers will have in the programme and what preparation the team had planned to ensure the success of this involvement, including the training and support of service users and carers. Therefore, the visitors require further evidence of the process the programme team will follow to determine which service users are most appropriate to be involved in the programme, how they have determined the appropriateness of the involvement and how service users and carers will be trained and supported.

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition: The education provider must demonstrate how the learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for paramedics.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how students who successfully complete the programme meet the SOPs. The visitors were satisfied that the learning outcomes contained within all of the modules in the second year of the programme at level 6 enable students who successfully complete all of the modules to meet SOPs for paramedics. However, the visitors could not determine the criteria or / and the process used to assess whether students entering via the AP(E)L route should be exempted from undertaking particular modules and / or learning outcomes. Therefore, they could not determine how the education provider can be satisfied these students will meet all of the learning outcomes, and therefore SOPs, on completion of the programme. The visitors therefore require further evidence to show how students who are exempted from undertaking particular learning at the education provider, such as those who have entered via the AP(E)L route, are able to meet the SOPs for paramedics on completing the programme.

5.1 Practice placements must be integral to the programme.

Condition: The education provider is required to provide further evidence to clarify the number of agreed placements provided by NEAS.

Reason: The programme documentation submitted prior to the visit indicated this programme will be delivered in accordance with a partnership arrangement with NEAS who will provide all of the placements elements of the programme. The visitors reviewed a letter from NEAS confirming that the placements will be provided, however this document did not indicate the exact number of the placements would be provided by NEAS. During the visit it was explained that this agreement will be detailed within a memorandum of agreement between the education provider and NEAS. However, the visitors were not provided with a copy of the memorandum prior to the visit and were made aware at the visit that the memorandum is still in the process of being agreed. In order to determine that practice placements will be integral to the programme, the visitors require further evidence of the detail and indicative content of the memorandum of agreement including confirmation of the number of placements provided by NEAS. In this way the visitors can determine how the programme can meet this standard.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The education provider is required to provide further evidence to demonstrate that the range of placements available is appropriate for the delivery of the programme and the achievement of the learning outcomes.

Reason: From the evidence provided and during the discussions with the programme team it was clear that students have to complete 750 hours in placement for each year, and that all hours of placement would be with NEAS in an ambulance setting. The programme team stated that the reason there were no non-ambulance placements was due to the fact that a paramedic would not eventually work in non-ambulance environments such as an operating theatre or an accident and emergency department. The visitors note that one of the purposes of non-ambulance placements is to learn and develop skills and techniques such as cannulisation and intubation in safe clinical environments, and ultimately meet the learning outcomes. Considering the evidence the visitors could not determine how the rationale provided by the programme team ensures that students will gain a range of experiences appropriate to ensure that they can meet the required learning outcomes. As such the education provider is required to provide further evidence to demonstrate how the approach they have taken to offering ambulance trust-only placements is appropriate for the delivery of the programme and the achievement of the learning outcomes.

5.3 The practice placement settings must provide a safe and supportive environment.

Condition: Further evidence is required that demonstrates how the education provider will ensure that practice placement settings provide a safe and supportive environment.

Reason: For this standard the visitors were directed to the placement audit form which outlined the process by which placements were approved by the education provider. In this form, the visitors noted that information about the safety and support mechanisms in place at the placement was recorded. The visitors were satisfied with this form and the use of the form to ensure that placements provided a safe and supportive environment. However, during the visit the visitors were not presented with any evidence that demonstrates that Manone, as the education provider, had carried out the process described to approve the settings and how this information will be used in the

regular monitoring of the placements. As such the visitors could not determine that the practice placement settings would provide a safe and supportive environment and require further evidence to demonstrate the standard is met.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: Further evidence is required to demonstrate how the education provider has maintained the thorough and effective system for approving and monitoring all placements.

Reason: From the evidence provided, the visitors noted that NEAS are providing all the placements for the programme and were provided with an audit form used by Manone for approving and monitoring all placements which collects and records key information about the placement site. The visitors were satisfied with this form and the use of the form in the following monitoring process. However, during the visit the visitors were not presented with any evidence that demonstrates that Manone, as the education provider, had carried out the process described to approve the settings and how this information will be used in the regular monitoring of the placements. As such the visitors could not determine that the education provider has maintained the system for approving and monitoring all placements. Therefore the visitors require further evidence to demonstrate how the education provider will enact the process described to approve, then regularly monitor, all practice placements that their students will undertake.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: Further evidence is required to demonstrate how the education provider ensures that placement providers have equality and diversity policies in place at the placement setting.

Reason: For this standard the visitors were directed to the placement audit form which outlined the process by which placements were approved by the education provider. In this form, the visitors noted that there was a requirement to gather information about equality and diversity policies from a placement provider. The visitors were satisfied with this form and the use of the form to ensure that placements providers had equality and diversity policies in relation to students. However, during the visit the visitors were not presented with any evidence that demonstrates that Manone, as the education provider, had carried out the process described to approve the settings and how this information will be used in the regular monitoring of the placements. As such the visitors could not determine how the education provider ensures that, prior to a student attending a placement, any placement provider has in place an equality and diversity policies in relation to students. Therefore the visitors require further evidence to demonstrate how the education provider will ensure that each placement provider has equality and diversity policies in place which are implemented and regularly monitored.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: Further evidence is required to demonstrate how the education provider ensures that there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Reason: For this standard the visitors were directed to the placement audit form which outlined the process by which placements were approved by the education provider. In this form, the visitors noted that there was a requirement to gather information about the number of appropriately qualified and experienced staff at the practice placement. The visitors were satisfied with this form and the use of the form to ensure that there is an adequate number of appropriately qualified and experienced staff at the practice placement setting. However, during the visit the visitors were not presented with any evidence that demonstrates that Manone, as the education provider, had carried out the process described to approve the settings and how this information will be used in the regular monitoring of the placements. As such the visitors could not determine how the education provider ensures that, prior to a student attending a placement, there are an adequate number of appropriately qualified and experienced staff at the practice placement setting. Therefore the visitors require further evidence to demonstrate how the education provider will ensure that each placement provider has an adequate number of appropriately qualified and experienced staff in place to supervise students from this programme.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: Further evidence is required to demonstrate how the education provider ensures that practice placement educators have the relevant knowledge, skills and experience.

Reason: For this standard the visitors were directed to the placement audit form which outlined the process by which placements were approved by the education provider. In this form, the visitors noted that there was a requirement to gather information about the relevant knowledge, skills and experience of practice placement educators. The visitors were satisfied with this form and the use of the form to ensure that practice placement educators have the requisite about the relevant knowledge, skills and experience. However, during the visit the visitors were not presented with any evidence that demonstrates that Manone, as the education provider, had carried out the process described to approve the settings and how this information will be used in the regular monitoring of the placements. As such the visitors could not determine how the education provider ensures that, prior to a student attending a placement, any practice placement educator has the requisite knowledge skills and experience to supervise a student from this programme. Therefore the visitors require further evidence to demonstrate how the education provider will ensure that each practice placement educator has the required skills, experience and knowledge to successfully supervise a student from this programme.

5.8 Practice placement educators must undertake appropriate practice placement educator training.

Condition: Further evidence is required to demonstrate how the education provider ensures that practice placement educators have undergone appropriate practice placement educator training.

Reason: For this standard the visitors were directed to the placement audit form which outlined the process by which placements were approved by the education provider. In this form, the visitors noted that information about practice placement educator training was recorded. The visitors were satisfied with this form and the use of the form to ensure that that practice placement educators have undergone appropriate practice placement educator training. However, during the visit the visitors were not presented with any evidence that demonstrates that Manone, as the education provider, had carried out the process described to approve the settings and how this information will be used in the regular monitoring of the placements. As such the visitors could not determine how the education provider ensures that, prior to a student attending a placement, that practice placement educators have undergone appropriate practice placement educator training and require further evidence to demonstrate the standard is met. Therefore the visitors require further evidence to demonstrate how the education provider will ensure that practice placement educators must undertake appropriate practice placement educator training.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: Further evidence is required to demonstrate how the education provider ensures that practice placement educators are appropriately registered, unless other arrangements are agreed.

Reason: For this standard the visitors were directed to the placement audit form which outlined the process by which placements were approved by the education provider. In this form, the visitors noted that information about the registration of practice placement educators was recorded. The visitors were satisfied with this form and the use of the form to ensure that practice placements educators are appropriately registered, unless other arrangements are agreed. However, during the visit the visitors were not presented with any evidence that demonstrates that Manone, as the education provider, had carried out the process described to approve the settings and how this information will be used in the regular monitoring of the placements. As such the visitors could not determine how the education provider ensures that, prior to a student attending a placement, that practice placements educators are appropriately registered, unless other arrangements are agreed and require further evidence to demonstrate the standard is met. Therefore the visitors require further evidence to demonstrate how the education provider will ensure that practice placements educators are appropriately registered, unless other arrangements are agreed and require further evidence to demonstrate the standard is met.

5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.

Condition: The education provider is required to provide further evidence to demonstrate that there will be regular and effective collaboration between Manone and NEAS.

Reason: The programme documentation submitted prior to the visit indicated this programme will be delivered in accordance with a partnership arrangement with NEAS who will provide all of the placements for the programme. The visitors reviewed a letter from NEAS confirming that they were the providing the placements, however this document did not indicate the regular and effective collaboration between Manone and

NEAS. During the visit it was explained that Manone and NEAS would meet on a regular basis and that this would be detailed within a memorandum of agreement between the education provider and NEAS. However, the visitors were not provided with a copy of the memorandum prior to the visit and were made aware at the visit that the memorandum is still in the process of being agreed and will be finalised after the visit, so that it is in place before the programme commences. In order to determine that there will be regular and effective collaboration between Manone and NEAS, the visitors require further evidence of the detail and indicative content of the memorandum of agreement. In this way the visitors can determine how the programme can meet this standard.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- the learning outcomes to be achieved;
- the timings and the duration of any placement experience and associated records to be maintained;
- expectations of professional conduct;
- the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and
- communication and lines of responsibility.

Condition: The education provider is required to provide further evidence to demonstrate that practice placement providers are prepared for placement, including information about the assessment procedures in place.

Reason: When reviewing the evidence the visitors noted the Practice Assessment Document (PAD), this document highlighted the assessment methods employed for practice placement. From this document it was clear that students were assessed against the learning outcomes in the competency mapping section, which denoted the required competencies alongside three formative assessments and one summative assessment. For each assessment there is a space for the practice placement educator (PPE) to comment on the students' performance. However from this document, the visitors could not determine how the PPE would indicate the level in which the student has completed the assessments as there was no associated guidance. As such the visitors could not determine how the PPE was prepared to carry out an assessment in the practice placement setting using the PAD to indicate that the student has completed a competence dependently or independently. The visitors noted that there was a potential risk that a student could complete the competencies outlined in the PAD, but not be able to autonomously practice. Therefore further evidence is required to demonstrate what training or guidance PPEs were given in preparation for placement to assess the student on a consistent and objective basis and ensure that a student meets the competencies independently.

6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

Condition: The education provider is required to provide further evidence to demonstrate that there are effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

Reason: When reviewing the evidence the visitors noted that the education provider measured student performance on placement using the Practice Assessment Document (PAD). In this document the competency mapping outlines the required competencies alongside three formative assessments and one summative assessment, for each assessment there is a space for the practice placement education (PPE) to comment on the students' performance. However the visitors could not determine from this document what monitoring and evaluation mechanisms are in place to ensure assessment is consistent and objective, specifically as there was no option for indicating to what level a student had met the relevant competency. The visitors note that parity in assessments is a vital part of ensuring that the measurement of student performance is objective and ensures fitness to practice. Therefore the visitors require further evidence about the monitoring and evaluation mechanisms in place to ensure parity. As such the education provider is required to provide further evidence to demonstrate that student performance is objective and ensure fitness to practice.

Recommendations

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Recommendation: It is recommended that the education provider consider making the appropriate arrangements to allow students to gain access to the NEAS internal computer system so that they are able to view the trust policies, including the equality and diversity policies.

Reason: In meeting this standard the visitors saw that the placement provider has equality and diversity policies in place which are implemented and monitored and were therefore satisfied that the standard was met. However during discussions with the programme team and the placement provider, it was stated that a student would not have access to the NEAS computer system where they would be able to view Trust policies, including the equality and diversity policy. As such it is recommended that the education provider consider providing the appropriate arrangements to allow students to gain access to the NEAS internal computer system so that they are able to view the trust policies, including the equality and diversity policies.

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